DOCUMENT RESUME

ED 412 018 PS 025 892

AUTHOR Campbell, Pam; Siperstein, Gary N.
TITLE Improving Social Competence: A Resource for Elementary School Teachers.
ISBN ISBN-0-205-13757-1
PUB DATE 1994-00-00
NOTE 275p.; A Longwood Professional Book.
AVAILABLE FROM Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02194-2310; phone: 800-223-1360; 781-455-1200 ($48.95).
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Classroom Environment; Educational Environment; Elementary Education; *Elementary School Students; Elementary School Teachers; *Interpersonal Competence; *Interpersonal Relationship; Learning Activities; *Resource Materials; *Social Development

ABSTRACT

Recognizing the importance of friendship and peer acceptance in children's lives, this resource book translates research findings on the development of social competence into a tool providing skills, information, and activities that teachers can use to develop the social competence of elementary school students. Activities are based on the notion that socially skilled children who are confident in social situations can become even more competent in classrooms that are rich in social opportunities. Chapter 1 of the book shows teachers how to determine their preferred teaching style to see if they impede or promote social interaction. Chapter 2 discusses the impact of classroom rules, space, and time on opportunities for social interaction. Chapter 3 allows teachers to examined teaching methods for interaction opportunities and discusses the use of cooperative learning techniques. Chapter 4 considers how the teacher, environment, and instruction combine to determine the classroom climate, and suggests ways to improve the climate. Chapter 5 provides assessment tools to identify students who lack social skills and discusses modeling and coaching as instructional techniques, while chapter 6 provides information to identify and assist students who lack self-confidence. Each chapter contains information, assessments, and activities. Appendices include activities using modeling or coaching, additional resource, and methods for developing instructional goals and objectives for individualized educational plans. Contains 89 references. (Author/KB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********